THE ROLE OF ANIMATION CARTOONS İN VALUE EDUCATION: ICE AGE EXAMPLE [1]

DEĞER EĞİTİMİNDE ANİMASYON ÇİZGİ FİLMLERİNİN ROLÜ: BUZ DEVRİ ÖRNEĞİ

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ABSTRACT

The value is precious. It is the whole of material, spiritual, positive, negative things that a nation has, which is accepted by the whole society. Many factors, especially family, are effective in transferring the values from generation to generation. Recently, mass media, which are getting more and more influential, have reached the top position in the transfer of value, reaching a universal position through the television and cartoons, which have an important place especially in children's world. Animation cartoons that give a new dimension to the cartoon world with its developing technology are not only children in recent years; young, adults have been influencing large masses by appealing to every mass. Animation cartoons have an important place in the transfer of values with educational aspects as well as entertaining and laughing children. In this context; the aim of the research is to reveal the role of animation cartoons in the value education by examining the Ice Age animation cartoon film according to the Schwartz values list including the values in the curriculum of the Social Studies curriculum. The universe of your research is animated cartoons. The sampling is the first series of the Ice Age animation cartoon line, which is selected based on the success of the game. Findings obtained by the method of document analysis were analyzed by descriptive analysis method. When the findings of the study are examined; in the film, there are ten values on the Schwartz values list. It has been found that 35% of the most frequently repeated value is helpfulness. This value is 14% power rating and 13% safety rating. From these findings, it can be said that the Ice Age animation cartoon line has an appropriate and positive content in terms of value education, and the role models that children can take in the film are exhibited. Animation cartoons can be used as an alternative method for value transfer when the effects of cartoons on children are taken into account.

Keywords: Value education, animation cartoons, Schwartz Values List.

ÖZ

Değer; kıymetli olan, kıymet verilendir. Bir milletin sahip olduğu, toplumun tamamı tarafından kabul gören, maddi, manevi, olumlu, olumsuz ögelerin bütünüdür. Değerlerin nesilden nesile aktarılmasında başta aile olmak üzere birçok faktör etkili olmaktadır. Son zamanlarda ise etkisi giderek artan kitle iletişim araçları, değer aktarımında üst sıralara çıkmış, özellikle çocukların dünyasında önemli bir yere sahip olan televizyon, çizgi filmler aracılığıyla evrensel bir konuma ulaşmıştır. Gelişen teknolojiyle birlikte çizgi film dünyasına yeni bir boyut kazandıran animasyon çizgi filmler ise, son yıllarda sadece çocukları değil; genç, yetişkin her kesime hitap ederek, geniş kitleleri etkilemeyi başarmıştır. Animasyon çizgi filmler, çocukları eğlendirmenin, güldürmenin yanı sıra eğitici yönleriyle değer aktarımında da önemli bir yere sahiptir. Bu bağlamda; araştırmanın amacı, Buz Devri animasyon çizgi filmini, Sosyal Bilgiler öğretim programında yer alan değerleri de kapsayan Schwartz değerler listesine göre inceleyerek, animasyon çizgi filmlerinin değer eğitimindeki rolünü ortaya koymaktır. Araştırmanın evreni animasyon çizgi filmler, örneklemi ise gişedeki başarısı göz önüne alınarak seçilen Buz Devri animasyon çizgi filminin ilk serisidir. Doküman incelemesi yöntemiyle elde edilen bulgular, betimsel analiz yöntemiyle analiz edilmiştir. Araştırmanın bulguları incelendiğinde; filmde Schwartz değerler listesinde yer alan 10 değere

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de rastlanmıştır. En sık tekrarlanan değerin %35 oranıyla yardımseverlik olduğu tespit edilmiştir. Bu değeri, %14 oranla güç değeri ve %13 oranla güvenlik değeri izlemiştir. Bu bulgulardan hareketle, Buz Devri animasyon çizgi filminin değerler eğitimi bakımdan uygun ve olumlu bir içeriğe sahip olduğu, filmde çocukların örnek alabileceği rol modellerin sergilendiği söylenebilir. Çizgi filmlerin çocuklar üzerindeki etkileri dikkate alındığında, değer aktarımında animasyon çizgi filmler alternatif bir yöntem olarak kullanılabilir.

Anahtar Kelimeler: Değer eğitimi, animasyon çizgi filmler, Schwartz Değerler Listesi.

1. INTRODUCTION

Today, the rapid development of science and technology reveals the changing expectancies of the society from the individuals and the expectations of the individuals from the society. The primary aim of education in the light of developments has been to educate individuals who can adapt and contribute to this change. In order to adapt to the information society in which cultural, social, economic and technological changes rapidly take place, significant changes in value are also experienced. Values that stand out in social change are considered to be significant in terms of both individual and society and this significance is increasing. (Altunay & Yalçınkaya, 2011: 8). As a result of changing expectations and needs, new methods have been researched in value education. the Media has become an integral part of the learning process nowadays for increasing use of technology. When images, graphics, sounds, and words are successfully combined, they gain the power to engage in more activities that are heard, read, and only observed, stimulate enthusiasm, attract attention, and increase activity within the group. For this reason, it is important to use technological tools that appeal to both eye and ear in educational services (Şimşek, 2002). One of the most appropriate tools for this recognition is undoubtedly the films. Films have the function of socializing individuals because of two basic characteristics. The first feature is that it allows a lot of information to be transferred by using a filmin image, motion and sound items together with its technical structure. Secondly, an important feature is that the cinema is an art in itself, a social fact, a sense of thought, and most importantly a quality that can convey emotions. In a textbook, it is not possible for social fact and events to be imparted and felt as they are given in a film scene. In other words, films can visualize or reflect a real life in a totality with all the relevant details of abstract knowledge in the eyes of the students (Birkök, 2008: 2-3). In this context, it was thought that animation cartoons could contribute to permanent learning in the value transfer of animation cartoons by taking into consideration the children's watching rates of cartoons and it was aimed to show that animation cartoons can be used as a material in value education.

1.1. Value Concept

Values; usually used as a scale for beliefs and behaviors. Because it has an important place in the description of human behavior, it is also possible to come across various definitions of value, which draw attention of researchers for many years, and which give different aspects to the foreground in the literature. The concept of value first brought to social sciences by Znaniecki is derived from the root of "valere" which means "to be precious" or "to be strong" in Latin (Bilgin, 1995: 83). The value of Kluckhohn (1951) defines the desire to distinguish the characteristics of an individual or of a group that is open or implicit, affecting the choice of instruments and the consequences of actions. Fichter (2006) defines values as criteria that give meaning and importance to value culture and collecting, from a sociological point of view. Rohan (2000), as a concept, is not only refered at humans' value priorities, their organization and their value systems; but also to define judgments and decision categories. Schwartz (1994), by stating that his work on values has begun in an attempt to solve the content of value, has changed the earlier definition of values and expressed values as principles, guiding principles and changing objectives in the life of a human or other social entity. Additionally, Schwartz (2012) regards values as a step to characterize cultural groups, societies and individuals, to follow the change over time, and to explain the motivational bases of attitude and behavior.

In the literature, different definitions of values are made and various classifications are made. Values have played an important role not only in sociology but also in psychology, anthropology and other disciplines, as well as giving ideas about different ideas, beliefs and behaviors (Mayton, Ball-Rokeach & Loges; 1994, Schwartz, 2012: 3). Milton Rokeach categorized his value choices in two categories as a result of his work, which he has been known as a pioneer in the study of human beliefs and behavior, especially in the study of values. While the preferences of the values that a person intends to achieve throughout his life are defined as objective values, the instrumental values are; means the means used to achieve the desired objectives. These are the preferred modes of behavior or methods of achieving objective values. Schwartz and Bilsky (1987), who looked at Rokeach's list of values from a different perspective, saw that values could be examined with some basic dimensions. In addition, by examining the literature, it is worth

mentioning that 1) "concepts or beliefs" 2) "desirable behaviors" 3) "things that transcend certain situations" 4) "guiding in the selection or evaluation of behaviors and events 5) and classified them according to their definition (Schwartz & Bilsky, 1987: 551). Based on Rokeach's list, they grouped the values into 10 different types and formed a total of 56 values. They reached about 44,000 people from 54 countries, including Turkey, and examined the data they gathered at two levels. The goal of examining values at the cultural level is to produce information from abstract ideas shared by the general public and based on social norms. The aim of examining values on an individual level is to treat individuals according to their own prescribing guidelines (Kuşdil & Kağıtçıbaşı, 2000: 60-61). Schwartz (1994), describes ten basic personal values and explains where they come from. They are:

1. "**Self-Direction** - Defining goal: İndependent thought and action--choosing, creating, exploring."

2. "**Stimulation** - Defining goal: Excitement, novelty, and challenge in life."

3. "**Hedonism** - Defining goal: Pleasure or sensuous gratification for oneself."

4. "**Achievement** - Defining goal: Personal success through demonstrating competence according to social standards."

5. "**Power** - Defining goal: Social status and prestige, control or dominance over people and resources."

6. "**Security** - Defining goal: Safety, harmony, and stability of society, of relationships, and of self."

7. "**Conformity** - Defining goal: Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms."

8. "**Tradition** - Defining goal: Respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides."

9. "**Benevolence** - Defining goal: Preserving and enhancing the welfare of those with whom one is in frequent personal contact."

10. "**Universalism** - Defining goal: Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature (Schwartz, 1994: 22)."

Figure 1: Schwartz (1992), circular value models.

The theory consists of ten values that at a more basic level, it assumes that it creates a continuation of the motives associated with values. This continuity also creates a circular Structure (Schwartz, 2012: 8). When the studies related to the values are examined, various classifications are seen. Schwartz's value classification was used in this study because Schwartz's classification was preferred.

1.2. Values Education

Value education is to help people come to a situation where they can perform all activities human specific to their purposes (Ulusoy & Dilmaç, 2016: 7). Keskin (2008) defines values education as "an open and conscious attempt to teach values". In addition, the transfer of values to develop individualistic behaviors in the individual is the purpose of education. That is, values should become behavior. The value that does not convert into behavior does not make any sense. Transforming values into behavior is possible by internalizing the values. For the individual who internalizes values, social pressure and conflict are minimized, while the likelihood of the individual exhibiting behaviors in accordance with the value system of the individual is increasing. The continuity of society can only be achieved by individuals who have internalized values. When this does not happen, it can become difficult for people to co-exist and the unwanted behavior that threatens to make society become more visible (Akbaş, 2004: 86). According to Doğanay (2006), value education needs to be acquired as a part of formal education with planned learning experiences.

Values are central to both educational theory and the practical activities of schools. First; schools have a significant impact on the evolving values of teachers, families, media and peer groups, as well as children and young people, and therefore society. Secondly; schools owe their assets to the fact that the community attaches importance to education and the future development model is influenced by education because it reflects and embodies the values of society Halstead & Taylor, 1996: 11). In today's democratic societies, as much as academic achievement, many values that regulate human relationships are becoming increasingly more prominent. It is also an important influence of teaching programs as well as family, collecting, media, educating individuals who recognize, embrace, and internalize national, spiritual and universal values and turn them into behavior. The teacher, whose values are in the winning process guide, should be able to present the knowledge and skills at the place where the training program is made, as well as models and activities that indicate what is good and right (MEB, 2015).

1.3. Animation Cartoons and Ice Age I

Famous American producers, Walt Disney and Warner Bross studios, are well known for their cartoons, and today, 3D technology is creating an important market. In the first years of line animations, they were hand-drawn on paper and made in 2D. Nowadays, animations are realized in computer programs in 3 dimensions thanks to developing computer technologies (Gülmez, 2013).

The animation represents a visual animation. Norman McLaren defines animation as motion art, not as moving objects. For him it is more important what is on the karen than what is between the two frames. For this reason animation is the art of creating invisible spaces between squares (Gülmez, 2013). Originally made for entertainment purposes only, cartoons have spread to many different areas today. The factor that plays a part in this distribution can be called the influence power of cartooons and imaginary world. in many domain of line film activities, such as entertainment, education, commercial films, are increasing in effectiveness (Eskandari, 2002). Animation movies are perhaps the most important audiovisual products that appeal to children's imagination and at the same time have managed to use it. The construction companies have not delayed this fact, they have started to invest in this direction and have started to use 3D technology in animation films. Indeed, Disney and Pixar studios made with the collaboration of "Toy Story", all done by computer, were presented to the audience as the first feature-length animated film and 3D in 1995 (Özgökbel Bilis, 2014: 203-204). The "Ice Age" film, which was included in the scope of the study, entered the vision in 2002 and constitutes one of the most actual examples of animated films in series. Originally titled "Ice Age" animated film, directed by Chris Wedge and Carlos Saldanha, has been released as an American animated 3D animation. In Turkey, in 2003, he took his place in vision with the name of "Ice Age". The film, which has been a success in the giants, is ranked 85th on the world list. He has also received BMI "Best Film Music" in 2002, "Platinum" in 2002 Bogey Awards, "Best Animation" in 2003 KCFCC Awards, and "Best Voice" in 2003 Silver Ribbon (sinemalar.com). Summary of the film: At the beginning of the Ice Age, 20,000 years ago, all the animals on the planet migrate south to protect from the cold. Malfred, who does his work as he knows himself, and Sid, who loves living without doing anything, does not partake in this migrate. Sid and Malfred, who are trying to recover their babies from the sea, and tiger Diego, who is trying to kidnap the baby. An unpredictable bond compise between these strange three on the journey. This bond is also the beginning of friendship that will continue throughout the film. Malfred, Sid and Diego elude the dangers through to take away baby's family. Finally, they succeed to deliver the baby to the family. While all this is happening, the squirrel Scrat struggles to hiding the nuts. In this context, it has been suggested that animation cartoons may contribute to permanent learning in the

transfer of value, taking into account the percentage of children watching cartoons. In this research, it was aimed to reveal the role of animation cartoons in value education by examining the Ice Age animation cartoon according to the Schwartz values list.

2. METHOD

2.1. Method of Research

This research is a qualitative study and the document review technique was used for data collection. Karasar (2014) identifies the document review method as documentary browsing. This method refers to the steps of finding, reading, grading and evaluating resources for a specific purpose. Yıldırım and Şimşek (2016) emphasize that document review is seen as a data collection method which includes an analysis of written materials containing information about the cases to be investigated and can be used alone as a data collection tool. In addition to written materials; visual sources such as film, video and photography can also be the primary means of collecting data. In this research, the first series of the Ice Age animation cartoon was used as the source.

2.2. Analysis Of Data

The data obtained in the research were analyzed by descriptive analysis method. In the descriptive analysis, the obtained findings are arranged and interpreted and presented to the reader. The data obtained after the analysis are summarized and interpreted according to the previously determined theme (Yıldırım & Şimşek, 2016: 239). Descriptive analysis also includes a direct citation from the data obtained without investigation. In this context, as a result of descriptive analysis, the animation cartoon was included in the findings of the cues made by the parts where the values passed. No frequency and percentage calculations related to the values in the film have been made, and a Graph 1 of what value and how often the film was included was created.
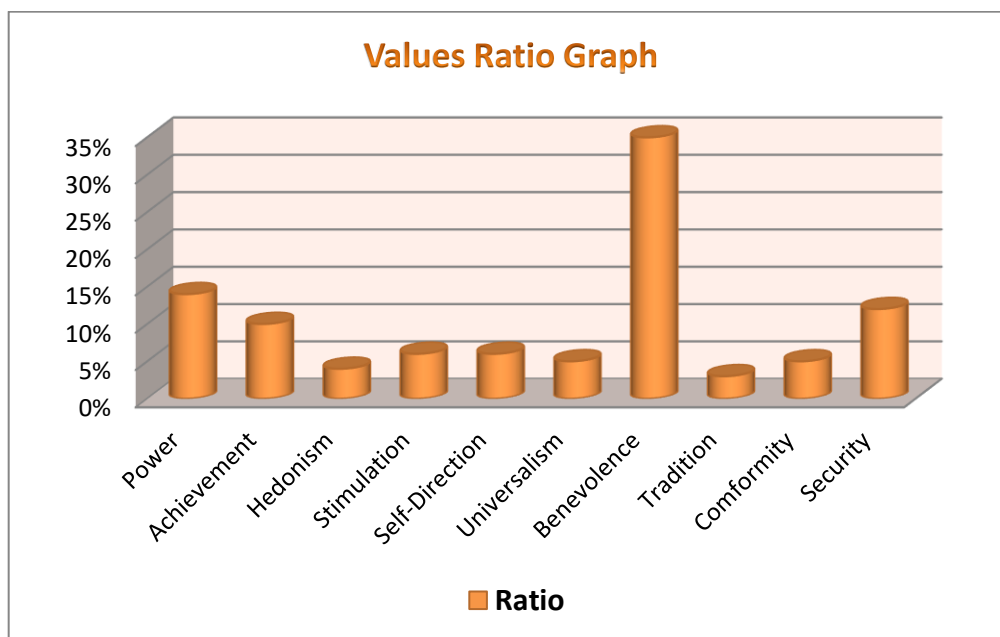
Graph 1: Frequency of inclusion of values in the Ice Age animation cartoon.

When the Graph 1 of the research findings is examined, In the first series of Ice Age Animation Filmin, it is seen that there are 10 values in the Schwartz Values List. On the other hand, had been refered to 35% of the ratio (51 times) had the value of benevolence, while 1% of the ratio (6 times) was the value of tradition.

2.3. Reliability And Validity

Firstly, in the film, the behavioral and verbal expressions of the values on Schwartz's list are transferred to the computer environment. The themes and sub-themes were formed by the way of the obtained findings. The independence of this theme and sub-themes has been consulted by two experts. By making the themes and sub-themes that fall within the scope of visibility, the reliability of the research has been ensured. In order to ensure validity in the research, the behavioral and verbal emphasized scenes of the values in the film are given as neutral as possible and direct quotations are drawn from the lines in the film to provide this reflection.

3. FINDINGS

3.1. Benevolence

The sub-themes of the value of benevolence and the findings about how often this theme is referred to in animation cartoon are given in Table 1.

BENEVOLENCE	FREQUENCY
Helpful	17
True Friendship	10
Mature Love	9
Forgiving	7
Responsible	3
Honest	3
Loyal	2
A spiritual life	--
TOTAL	**51**

Table 1: Sub-themes and frequency of benevolence value

The most emphasized value from the beginning to the end of film is the value of benvolence. Malfred protects Sid, who escaped from the rhinos, and saves him from this danger. Malfred, who is not included in the migration and moves in the opposite direction to Sid, notices a woman standing next to the water and a baby next to him. He pulls the baby out to land. Malfred, who can not prevent the woman from going to the flow and is upset about it, does not just leave the baby. He finds baby's family and decides to hand it over to them. Malfred answer back to Sid's unconcerned relationship stories; "Look! If you have a lover, you should stay faithful to him. " Malfred, trying to resist his baby's love, withdraws himself, does not want to love the baby and starts to connect more to him, especially protecting him against Diego. Malfred is embraced baby with love, care about everything and protect her even in her sleep. He feels responsible towards the baby, he protects it. Malfred, who despite all the danger, returns to save Diego, who is in danger of falling into dangerous lava when a extinct volcano goes back into action during his journey, can not hold up and falls. Diego, who was reestablished with the lava eruption; "Why did you do that? When you were trying to save me, you could have killed." Malfred is; "This is the team spirit. We must protect each other." He emphasized both true friendship and devotion. "Do you know, Diego? have not I ever had a friend who's putting his life in danger for me," Sid says after Malfred's interest in the baby as he tries to get warm in the cave. On top of that Diego; "Yes, Malfred is a good." Diego, who first planed with tiger friends towards Malfred and babies, and changed his mind as Malfred rescued himself, crossed the tiger trying to attack Malfred; He says that "Don't touch my friend!" Indicates that friendship leads to their own interests and, if necessary, confronts them in their own way. At Filmin's final scene, Malfred and Sid arrive to humans and deliver the baby to his father. The baby runs towards Malfred and Sid, thanking them hug. The baby is aware of your beneficence. Baby's father gives the baby's necklace to Malfred. Actually, this is a thank-you. Diego is getting injured, Sid grabs him and kisses him. Malfred is; He says, "Can I carry you, my friend?" In this scene, true friendship and love are emphasized.

3.2. Power

The sub-themes of the value of power and the findings about how often this theme is referred to in animation cartoon are given in Table 2.

Table 2: Sub-themes and frequency of power value

POWER	FREQUENCY
Social Power	10
Authority	9
Preserving of Puplic Image	2
Wealth	--
TOTAL	**21**

Another emphasized value of the film is power. The power in the film represented more with Malfred character. Mamut Malfred has a strong and free personality. When all the animals are moving in the south direction, it goes in the opposite direction. The animals there are told to this movement of Malfred. One of them; "Hey! Do a favor for the world. Our road pull your big body! " Malfred puts a strong personality in the foreground; "I would not raise my voice too much if I had the same short as yours snout, my friend!" Since Malfred is eating the dandelion in the rhinos, Sid, who ran away from them, uses his power to protect

them and saves Sid. Sid, aware of Malfred's power, decides to move with him. In another example, baby saded when Diego injured by the attack of the tigers; "Hey do not do this, you have to be strong. You need to take care of Malfred and Sid, especially with Sid, "emphasizing the importance of power. Diego, who was wounded in the final scene of film, asked Malfred's question "Can I carry you, my friend?" "No, no. I want to protect my remaining respectability." with this scene, attention has been paid to the theme of protecting the appearance of the society, which is a sub-theme of power value.

3.3. Security

The sub-themes of the value of security and the findings about how often this theme is referred to in animation cartoon are given in Table 3.

Table 3: Sub-themes and frequency of security value

SECURITY	FREQUENCY
Family Safety	7
Sense of Belogning	6
Reciprocation of Favors	2
Clean	2
Social Order	1
Healthy	--
TOTAL	**18**

The film has often been referred to power values since his first scene. The film begins with animal scenes that migrate south to protect themselves from planetary animals. Sid thinks it would be better to go with Malfred, who has a strong structure, to protect himself. A group of people living in tents attentions safety values in order to bravely protect their family security against the attacks of the tigers. Baby's father, in spite of snow and cold, as a sign of his loyalty to the family, his wife and baby to seek. Sid, before to deliver the baby to his family, cleanses the dirt on the baby delivering it; "Now the cleaning clock. Your father will call you a dirty child when he gets home like this." Diego, who has set up a trap for babies and mammoths with his friends, feels regretful and confesses his plan for their that he has done. Return the favor to Malfred's, he is also risking his life for them and fighting against their own kind. The tiger succeeds in getting rid with a complete solidarity. At the end of this success, Diego, who has gone to danger for himself; "You did not have to do that." Diego replies to Malfred, "This is the team spirit!" This is an indication of the sense of loyalty in the team.

3.4. Achievement

The sub-themes of the value of achievement and the findings about how often this theme is referred to in animation cartoon are given in Table 4.

Table 4: Sub-themes and frequency of achievement value

ACHIEVEMENT	FREQUENCY
Successful	7
Ambitious	3
Influential	3
Intelligent	2
Competence	--
TOTAL	**15**

Success is another value that is often emphasized. In the first scene, squirrel ignores danger and, with a big passion, attempts to remove the hazelnut successfully concludes and saves his hazelnut. Although Sid is not able to burn firewood by rubbing the woods together, he is outstanding by this ambition. Malfred and Sid, who meet a large bird community to eat one's fill baby, find Sid's bold movements to save the watermelon from the hands of the birds and thus provide the baby's abdomen. Facing the rhinoceros again because he ate the food at the beginning of the film, Sid uses his intelligence to make himself rescued by tiger Diego and succeeds in getting rid of the rhinos. When Sid enters the cave to protect himself from the cold, he accidentally shoots a fire on the wood parts of the spark, which, when it comes to drawing the picture on the wall of the cave, by chance. On top of that, he says, "I am a genius." Another example of success is that Sid is able to defend the baby and squeeze the tiger into the tree bark. After this success Sid; "They say that the strong winner. I do not participate. "He emphasizes that it is not necessary to be strong in order to achieve it. Diego bravely throws himself in front of the tiger who is trying to bite to Malfred, helping them to get rid of the tigers by giving them the chance to attack Malfred.

3.5. Self- Direction

The sub-themes of the value of self-direction and the findings about how often this theme is referred to in animation cartoon are given in Table 5.

Table 5: Sub-themes and frequency of self- direction value

SELF- DIRECTION	FREQUENCY
Independent	3
Choosing own Goals	2
Self-Respect	1
Creativity	1
TOPLAM	**10**

The best example of this value is mammoth Malfred, who loves to handle things as he knows himself. Sid is a free spirit character, who rebels before he leaves and then goes, "Well, I am going to myself!" Sid, who can choose his own goals beside the free spirit and is respectful to himself, carries wood together with Malfred to protect themselves at night. In response to Malfred's question, "Will you protect yourself with a piece of wood?" You can carry a lot of wood that is big, but I'm small. I even burn fire with this stick and my advanced brain. We will see that the night is bigger than the mind, "emphasizing that it is creative and intelligent.

3.6. Stimulation

The sub-themes of the value of stimulation and the findings about how often this theme is referred to in animation cartoon are given in Table 6.

Table 6: Sub-themes and frequency of stimulation value

STIMULATION	FREQUENCY
Daring	8
A Varied Life	1
An Exciting Life	1
TOTAL	**10**

In the film, the value of arousal has been emphasized more by courage. Despite the danger of the avalanche, the sincabe has shown a courageous act by going back and trying to save its nuts, and not only with this, but boldly taking on the nuts against this and many other similar dangers from the beginning to the end of filmin, has created the most emphasized scenes in the film. During migration, between two turtles; "+ Where is Eddy?", "- He told me that he was on the verge of a scientific development." At that moment, Eddy drops himself from a high hill, saying, "I'm flying!" It was originally intended to draw attention to Eddy's desire for an exciting life. Mamut Malfred, in spite of lava, throws himself in danger to save Diego, while Diego's fight against Malfred against his own species is an example of the value of courage in the film.

3.7. Comformity

The sub-themes of the value of comformity and the findings about how often this theme is referred to in animation cartoon are given in Table 7.

Table 7: Sub-themes and frequency of conformity value

CONFORMITY	FREQUENCY
Obedient	4
Honoring Parents and Elders	2
Politeness	2
Self- Discipline	--
TOTAL	**8**

Adaptation value; to be obedient, to give value to parents and old people, to be polite and to be able to control oneself. Compliance is emphasized more in the film, with the Sid character being obedient to mammoth Malfred and being polite to the baby. In another example of the value of integration, Sid and Malfred and Diego, who are trying to reach the baby family, look at Malfed by looking at the pictures they see in the cave; "This fat one looks like you. But he has a family, he is happy, he plays with children. See, Manny, this is your problem, this is what mammoths need to do. "He wants to draw attention to family love and giving value to the family.

3.8. Universalism

The sub-themes of the value of universalism and the findings about how often this theme is referred to in animation cartoon are given in Table 8.

Table 8: Sub-themes and frequency of universalism value

UNIVERSALISM	FREQUENCY
Broadminded	3
Protecting The Environment	3
A World At Peace	1
Unity With Nature	1
Social Justice	--
Wisdom	--
Equality	--
TOTAL	**8**

In the film, the most open-mindedness and the protection of the environment are emphasized in the value of universality. The sub-theme of being open-minded is highlighted by the characters of Malfred and Sid. In the scene that Mamut Malfred protects Sid against the rhinos, one of the most important examples of the value of universality is that "I do not like the killing of animals for pleasure". On Filmin's latest scene, Sid is heading south on Malfred's back with Diego. "This ice age story is losing importance. What do I work for? Global warming! "Is a sign of emphasis on environmental protection.

3.9. Hedonism

The sub-themes of the value of hedonism and the findings about how often this theme is referred to in animation cartoon are given in Table 9.

Table 9: Sub-themes and frequency of hedonism value

HEDONISM	FREQUENCY
Pleasure	6
Enjoyment İn Life	1
TOTAL	**7**

It has sub-themes of joyfulness, being fond of their desires and enjoying life. In the film, it is mentioned that the value of hedonism is more subordinated to willingness. The film is a squirrel Scrat that draws attention to their wishes. Scrat looks for a suitable place to hide the nuts in his possession. It causes cracking of the place when hiding the nut. He tries to get away from where he wants to hide the nuts while he has to escape to stay under the snow masses. This suggests that the sincab is devoted to his wishes and has a deliberate inclination. The squirrel filmin always has nuts from the beginning to the end, he gets upset when he gets lost, he gets happy when he finds it. On the other hand, Sid character who loves laziness and enjoys life without doing anything can not be included in the movement of immigration made to wake up from sleep and protect from cold and dangerous animals.

3.10. Tradition

The sub-themes of the value of tradition and the findings about how often this theme is referred to in animation cartoon are given in Table 10.

Table 10: Sub-themes and frequency of tradition value

TRADITION	FREQUENCY
Moderate	3
Acceptance of my portion in life	1
Respect for privacy and special rights	1
Devotion	1
Respect for tradition	--
Humility	--
TOTAL	**6**

The least emphasized value in the film is tradition. One of the rhinos gets very angry on Sid's meal of dandelions they can not eat because maybe it's the last flower of the year. Then he invites the other rhinoceros to be more moderate, saying "Calm down, Frenk." In another moderate behavior, Sid makes a snowball on his way to Malfred. When Malfred turns his back and looks at who he throws, Sid is not angry and moderate and continues to walk, pointing to the baby. In the scene where the submissiveness of

humility is emphasized, Sid tells Malfred how his family has tied their hands and feet and wiped their tracks and left them as if it were a normal situation. In the last example of the value of tradition; Sid, who ran away from the rhinos for the second time, confronted Diego, thinking that he was ridiculed, looking at the sky, holding his hands together and saying, "Thank you, God, thank God!" It can be said here that the belief in the existence of a God, thanks to him, and therefore the emphasis on the sub-theme of being religious is the value of tradition.

4. RESULTS AND DISCUSSION

In this study, in which the Ice Age animated cartoon line is examined according to the Schwartz values list and the role of animation cartoon in the value education is sought, taking into consideration the children's watching rates of cartoons. It has been determined that the film emphasizes the 10 values in the Schwartz Values List. The most emphasized value is benevolence value. The least emphasized value is tradition value. On the other hand, considering the emphasis on values of power, security, success, self-direction, stimulation, comformity, universalism, hedonism and tradition, especially in terms of benevolence, Ice Age animation has reached the result that the film can be an alternative material in the education of values.

When the literature is searched, there are many examples of the use of films in value education. Inan (2016) has been working with 11 different cartoons published on the TRT Kids channel on Canal Brothers, Ciciki, Laura's Star, Elif's Dreams, Doru, Pepe, Wonderful Wings, Bee Maya, films reviewed by the Universal and Local Values Checklist. According to the results obtained, the most frequently emphasized values are benevolence, making the best work, diligence, solidarity, love, harmony, sociability, friendship, responsibility, determination, starting work, courage, correct decision making, communication and empathy, understanding, moderation, self-sacrifice and self-sacrifice, interest, sharing, animal love and respect. Similar results were obtained when the results obtained from İnan (2016) were compared with the results obtained from this study. It is worth noting that the most emphasized value is the value of benevolence in both studies. Beldag (2017) has been examined according to the list of 20 value and UNESCO living values in the Animation Cartoon Filmini Social Studies Curriculum. Beldağ (2017) emphasizes that it will contribute to the elimination of material deficiencies in the field of value education and will provide messages to families and trainers for the messages they contain. It is in the interest of this research that animation cartoons are proposed as alternatives to the search for new material in changing needs and developing technology. When the findings of the research were examined, it was determined that 16 of the 20 values in the Social Studies Curriculum and the values in the UNESCO Living Values list were included in the cartoons I animated cartoons. the most emphasized values in the film are respect, sensitivity, honesty, love and helpfulness; tolerance, independence, giving importance to family cohesion, science, freedom and patriotism are not included in the film. The fact that the value of patriotism is among the unimportant values is similar to the fact that the value of traditionality is mentioned only once in this research. On the basis of these results, it can be said that the reasons why these values are not included are caused by foreign films.

Özgökbel Bilis (2014) focuses on social values and role models in his work "Role Modeling and An Examination on Animation Films Called Airplanes in Terms of Social Values". As a result of the findings obtained from the research, it has been determined that the values system that is formed through the role models represented in the media determine the direction of social change, which indicates the presence of a large area in today's animation productions that will provide the orientation of the children and young people to find the role models. The results obtained and the animation that is targeted in this research overlap in large scale in order to be an approach that can create a model for value education. Also in the film Planes, friendship, honesty, helpfulness, peace environment, freedom and trust values are frequently seen in this research.

In this context;

➤ Especially helpfulness, freedom and friendship can be used as an alternative material in the transfer of values.

➤ Since movies address both the eye and the ears, the recall rates will be higher. When childrens take into account the interes for cartoons, it can be said that using animation cartoons in value education will benefit permanent learning.

➤ Teachers can be informed about value education with films. Films can be presented as teaching material.

➢ The film work sheet can be edited after the movie is watched.

➢ Questions about the characters in the movie may be asked. Memorability of scenes that emphasize values can be provide. Conversion of values into behavior can be facilitated.

➢ Without this work, the field type can be expanded with other animation films that can be used in this field value training.

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